

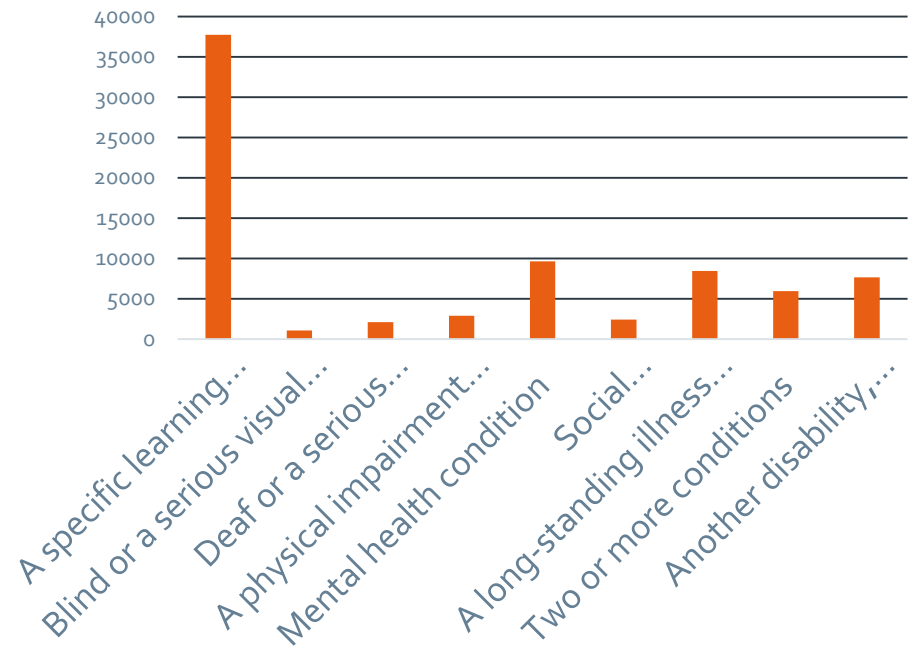


*Supporting staff to embed inclusivity and accessibility in their practice*

Alistair McNaught – Subject specialist  
Accessibility and Inclusion

» *Traditional teaching methods can create barriers for students with disabilities. As academics develop their digital capabilities a wealth of new accessibility opportunities evolve. Unfortunately, new barriers can also be inadvertently created. This session will explore how small changes to practice can maximise benefits and minimise barriers for all learners.*

---



By disability (HESA Table 14: 2013/14)

	D	E	F	G
		Total full-time first degree students	Number in receipt of DSA	Percentage in receipt of DSA (%)
2				
3	Falmouth University(#2)	3465	1045	30.2
4	The Liverpool Institute for P	540	130	24.5
5	Central School of Speech a	555	130	23.8
6	University of the Arts, Lon	6750	1605	23.8
7	Glyndŵr University	2245	515	23.0
8	Guildhall School of Music a	410	85	20.3
9	Royal Agricultural Universi	695	140	19.9
10	Harper Adams University(#	1535	280	18.3
11	The Royal Veterinary Colle	1260	225	18.0
12	Glasgow School of Art	1045	180	17.3
13	Trinity Laban Conservatoir	505	85	16.6
14	Norwich University of the A	1525	250	16.4
15	University for the Creative	4400	710	16.2
16	Leeds College of Art	1060	160	15.3
17	Rose Bruford College	545	85	15.3
18	Conservatoire for Dance a	505	70	13.5
19	University of St Mark and S	1795	235	13.1

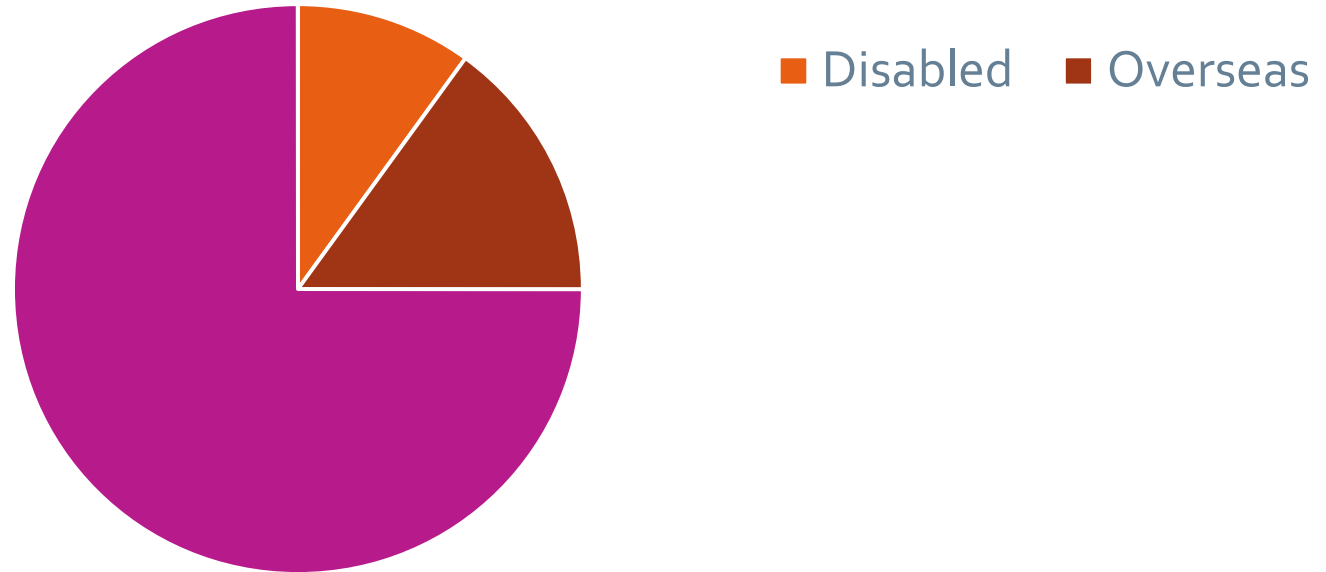
By institution

# Why does this matter to UCISA members?

- » Academic Support Group (ASG)
  - › *Avoid creating barriers as you develop e-learning resources*
- » Digital Capabilities Group (DCG)
  - › *Embed accessibility awareness in all staff training programmes*
- » Support Services Group (SSG)
  - › *Optimise mainstream opportunities (Text to speech? Voice recognition? Accessibility options?)*
- » Staff Development Group (SDG) – *see above*
- » Infrastructure Group (IG) - *see above*

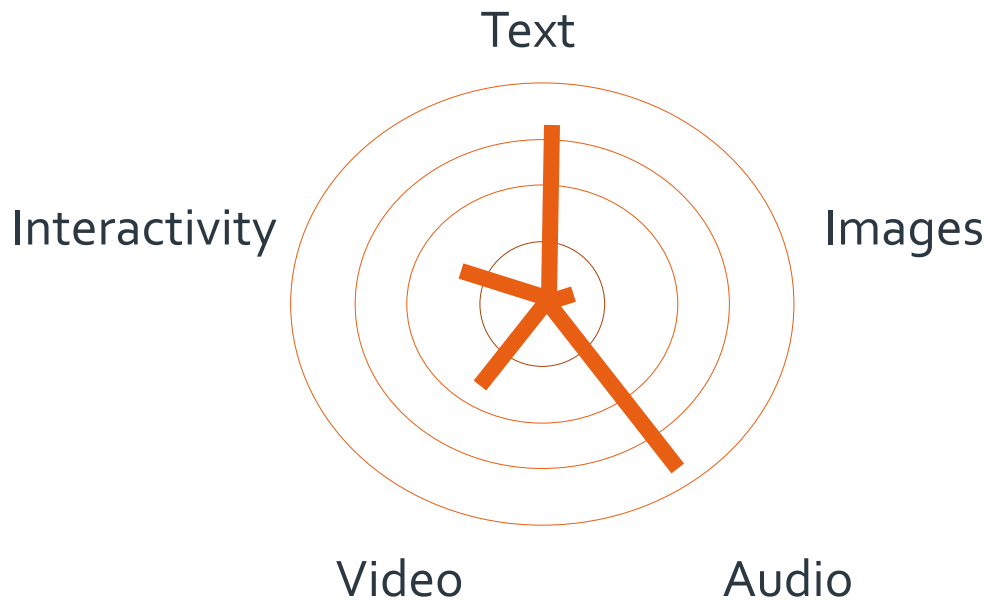


## UK total HE numbers (HESA 2013/14)

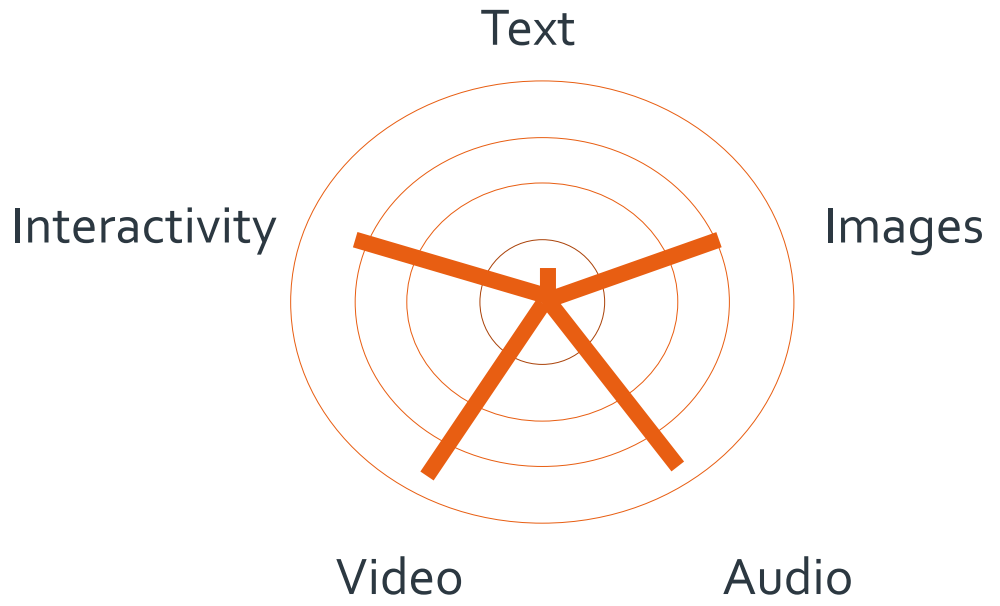




# Blind / VI

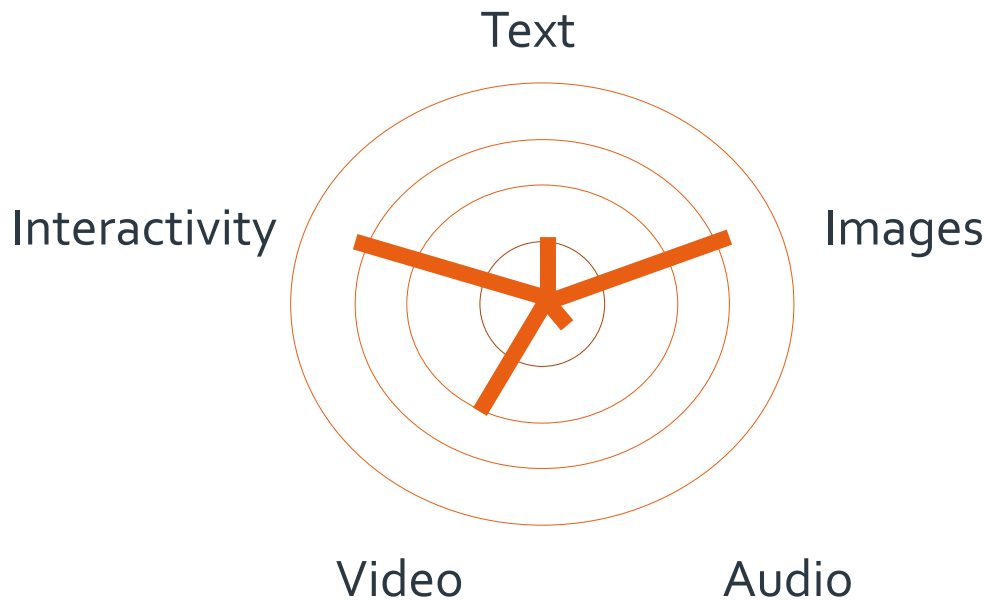


# Dyslexic

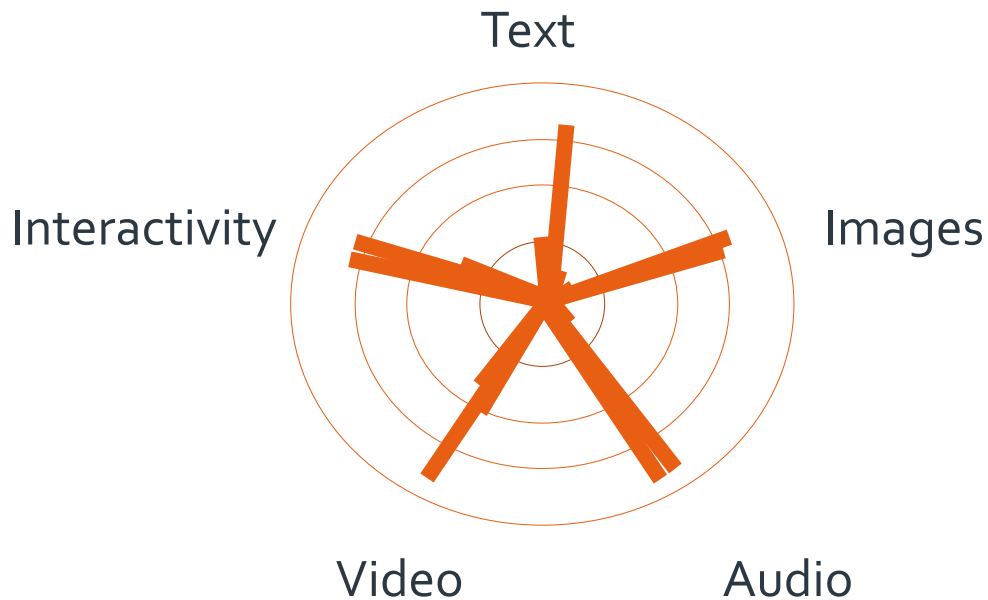




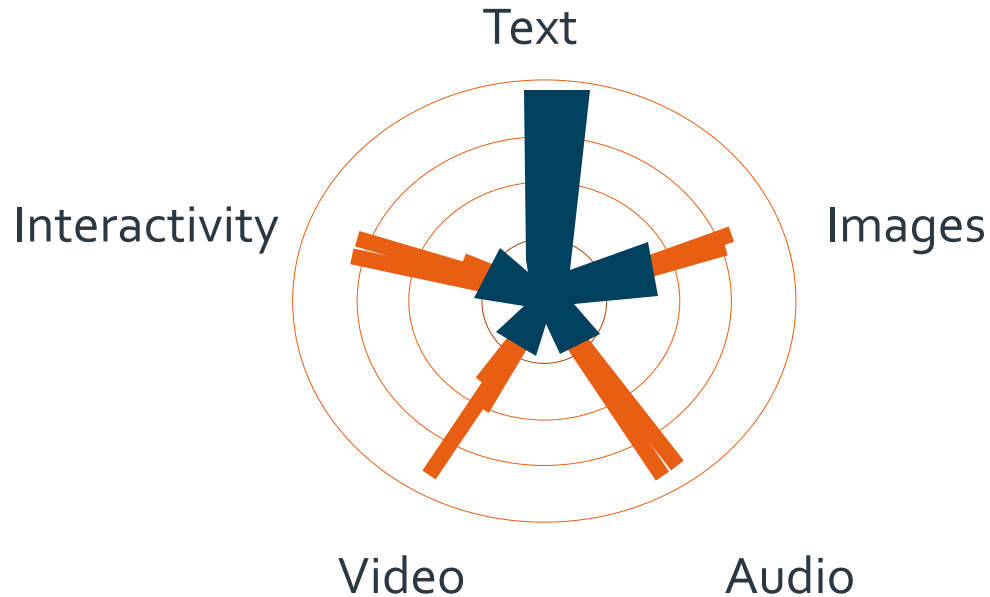
# Deaf



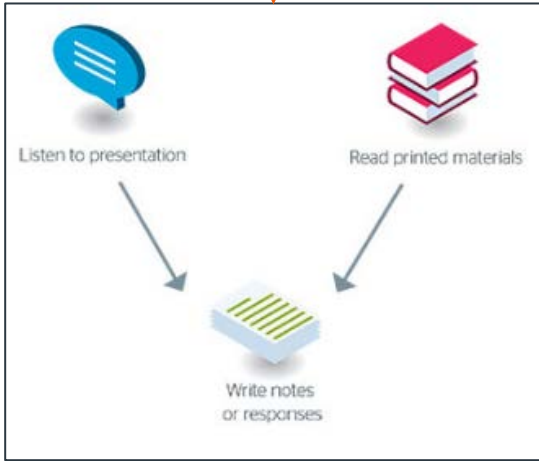
# All together now...



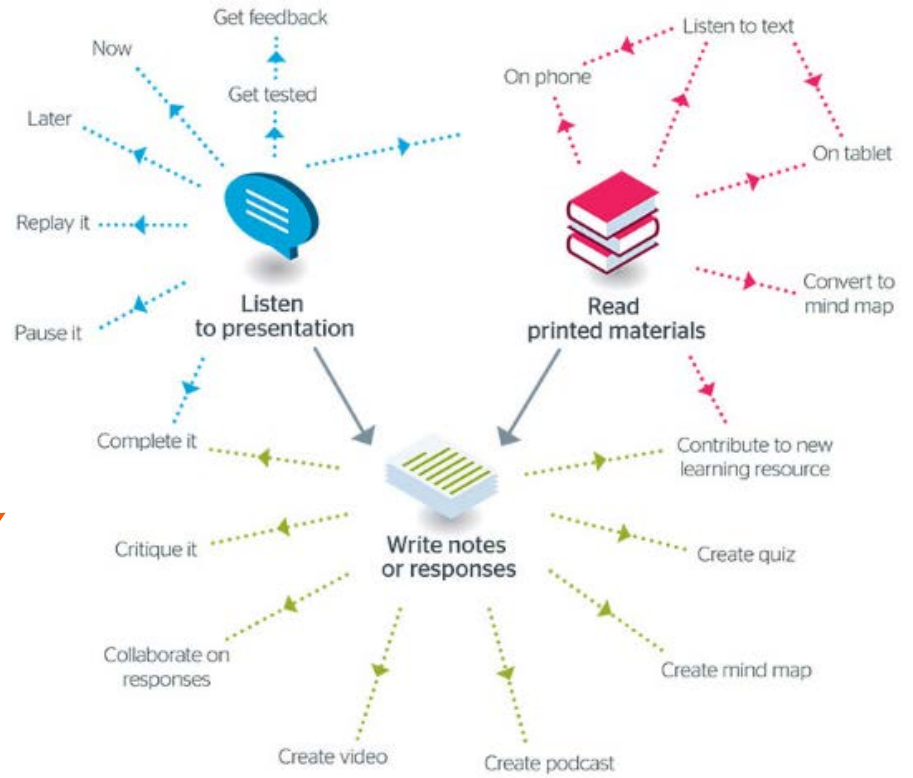
# Now overlay how we tend to teach.....



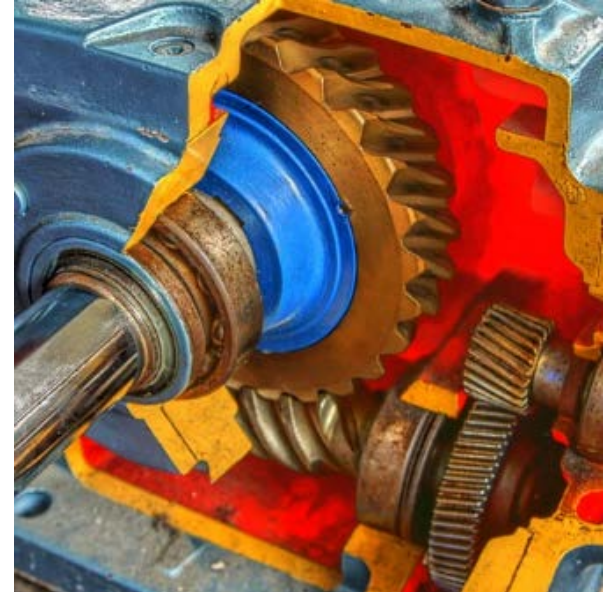
What they often get



What they could get



- » Image rich resources but
  - › I don't get what they're showing.
  - › I can't see them.
- » Loads of tutor podcasts but
  - › I can't search for specific terms
  - › or navigate to precise points.
  - › I can't hear them.
- » Great videos but
  - › no room on my phone to download them.
  - › I can't hear/see them.
- » Nice interactivities but
  - › only if you can use a mouse.



## Guide

# Deliver an inclusive digital student experience

### Contents

Enhancing the student digital experience: a strategic approach

Context

Deliver a relevant digital curriculum

Deliver a relevant digital curriculum: make a difference in your organisation

Further resources for delivering a relevant digital curriculum

**Deliver an inclusive digital student experience**

Inclusive digital experience: make a difference in your organisation

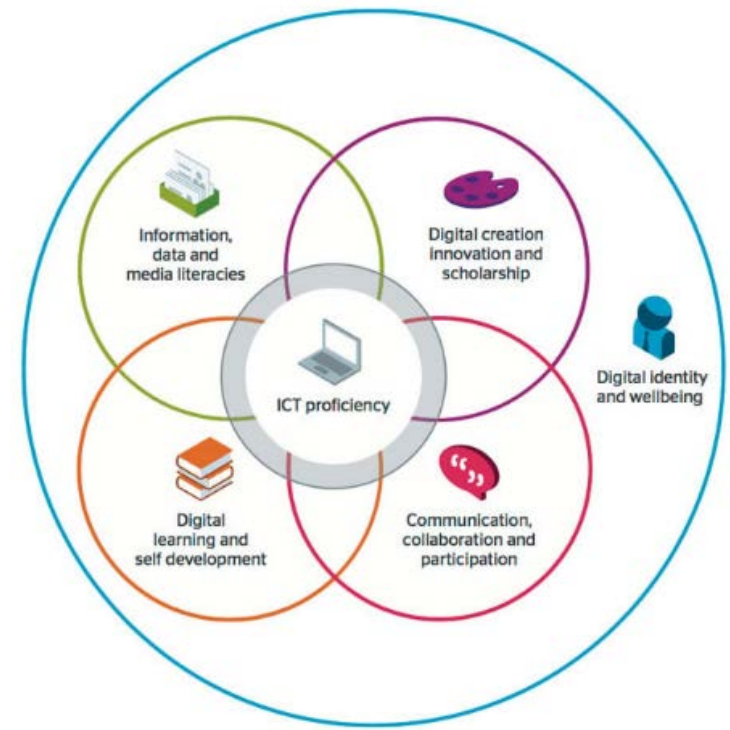
Further resources for inclusive digital experience delivery

Deliver a robust, flexible, digital environment

Robust digital environment: make a difference in your organisation

Further resources for delivering a robust digital environment

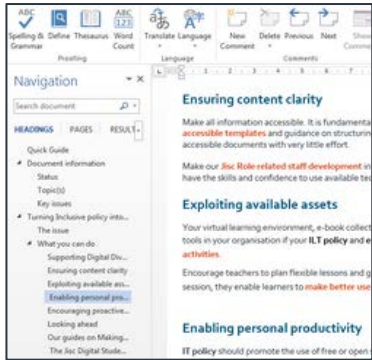
Engage in dialogue with students about their digital experience and empower them to develop their digit:



<https://www.jisc.ac.uk/guides/enhancing-the-digital-student-experience/deliver-an-inclusive-digital-student-experience>

## » Text

- › Expectations on content creators will depend on expertise, training and specialism.
- › You should expect more from a full time e-learning developer than a new lecturer
- › You should expect basic good practices from EVERYONE. You may need to teach these.



Expert



Novice

Provide text in properly formed HTML or EPUB3

Ensure PFDs are marked up for accessibility and reflow

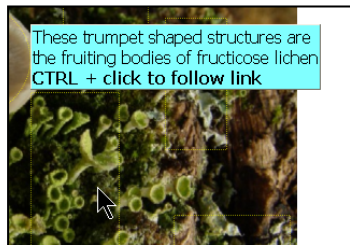
Add Maths/Symbols using Equation editor

Use heading styles

Use unique link text for hyperlinks

## » Image

- › Images should add value. The key points the image illustrates should be made clear in accompanying text that can be read by assistive technologies.
- › The lecturer is the key to good image description.



**Expert**



**Novice**

Provide Alt tag and where appropriate LongDesc tag.

Use greyscale option to test colour contrasts.

Use Word's pop up screen tips to clarify key features.

Use a caption to explain main points of image/diagrams.

Reference image's key teaching points in body text.



## » Audio

- › Good audio usually starts with a script. This can be used as a transcript for the completed audio.
- › Where the audio is more free flowing (for example interviews) the key teaching points should be summarised in text format.



Expert



Novice

Provide audio description (eg tone of voice info) if relevant.

Provide a full transcript of the audio

Summarise the main teaching points of the audio.

## » Video

- › Video adds significant value for many learners. It can also create unintended barriers.
- › The adjustments you need to make vary with context. See blog post for more background.



Expert



Novice

Commission specialist scene description if appropriate.  
Provide audio description (eg 'Thunder in background') if relevant.

Provide captioning if appropriate (it adds value to many learners).  
Provide a text transcript of the audio track.

Summarise the main teaching points of the audio.

- » [Strategy and policy considerations](#) - Quick Guide.
  - » Staff development - [understanding learner need](#).
  - » Staff development - [role related guidance](#).
  - » Beginning a benchmarking process. [Academic staff](#), [students](#), [disability support staff](#) and [library staff](#).
  - » [Creating an inclusive learner experience in higher education](#) and [deliver an inclusive student experience](#)
  - » Blog summaries - [main Jisc blog](#). [A&I blog](#)
-

Alistair McNaught  
Subject specialists Accessibility & Inclusion

[Alistair.McNaught@jisc.ac.uk](mailto:Alistair.McNaught@jisc.ac.uk)

One Castlepark Tower Hill Bristol BS2 0JA  
T 020 3697 5800

[customerservices@jisc.ac.uk](mailto:customerservices@jisc.ac.uk)

[jisc.ac.uk](http://jisc.ac.uk)

